



Internalizing the Value of Respecting Differences through Role Playing: Classroom Action Research on Islamic Education Learning in Elementary Schools

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Abstract

Life in a pluralistic society requires the formation of noble morals from an early age, especially an attitude of mutual respect for differences. However, moral learning in Islamic Religious Education (PAI) subjects in elementary schools often experiences obstacles because student learning outcomes, especially in the realm of social attitudes, are still low and have not reached the Minimum Completeness Criteria (KKM). This study aims to analyze the application of the Role Playing Learning Model in improving the moral learning outcomes of students in grade Va of SDN 1 Kalipucangkulon Welahan Jepara on the material of mutual respect for differences in the 2024/2025 school year. The research uses a classroom action research (PTK) approach with a spiral design consisting of three stages: pre-cycle, cycle I, and cycle II. The subjects of the study were 25 students of class Va. Data were collected through behavioral observation, attitude assessment documentation, and field notes, then analyzed descriptively, qualitatively, and quantitatively. The results showed an increase in moral learning completeness from 58% in the pre-cycle to 76% in the first cycle, and reached 88% in the second cycle. The application of Role Playing has been shown to be effective in helping students understand moral values contextually through simulation of real social experiences, thus facilitating the internalization and application of an attitude of respect for differences in daily life. These findings make an original contribution to the development of social-emotional experience-based PAI learning strategies, while offering innovative alternatives for teachers in optimizing moral learning in elementary schools

Keywords: *Role Playing*, morals, respecting differences, classroom action research, learning outcomes.

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A. Introduction

Indonesia, as an archipelagic country with ethnic, religious, cultural, and linguistic diversity, places character education, especially the value of mutual respect for differences as the main foundation in building an inclusive and peaceful society. In this context, elementary schools have a strategic role as an initial vehicle for the formation of attitudes of tolerance and social empathy. However, the reality in the field shows that the learning of moral material related to respect for differences in Islamic Religious Education (PAI) subjects is often normative and textual, so it does not touch the dimension of students' direct experience (Rahman et al., 2024). As a result, although students are able to memorize concepts cognitively, they have difficulty applying them in everyday social interactions, especially in the face of conflicts or differences of opinion. A literature review of the last five years (2019–2024) revealed that most research on moral learning in primary schools still focuses on lecture approaches, classical discussions, or individual projects while the use of experiential methods such as Role Playing that allows students to "feel" real situations through simulation is still very limited, especially in the context of affective PAI material (Yulianti, 2021). This gap shows the need for empirical exploration of the effectiveness of Role Playing in internalizing Islamic moral values in early childhood. Therefore, this study aims to analyze the application of the Role Playing Learning Model in improving the moral learning outcomes of students in grade Va of SDN 1 Kalipucangkulon Welahan Jepara on the material of mutual respect for differences. The research question posed was: how does the application of Role Playing affect changes in students' attitudes and behaviors in appreciating differences?

The significance of this research lies in its contribution to the development of PAI pedagogy that is responsive to the learning needs of the 21st century, especially in combining Islamic values with social-emotional competencies (Rosna, 2023). Theoretically, this study enriches the framework of Kolb's (1984) experiential learning theory and Kohlberg's (1981) theory of moral development with local and religious contexts, showing how role simulation can accelerate the transition from normative understanding to authentic moral action. Practically, the research findings provide a concrete learning model that PAI teachers can adopt to overcome common challenges in teaching affective material: the abstraction of values and the gap between knowledge and behavior (Putri et al., 2022). The Role Playing approach allows students to understand not only the "what" to be valued, but also the "why" and "how" to value differences through meaningful emotional experiences in line with the principles of the Independent Curriculum which emphasizes differentiated and project-based learning from the Ministry of Education and Culture. In addition, in the context of national policies on religious moderation and strengthening character education, this study offers an implementation strategy that is in line with the vision of forming a noble Pancasila generation (Nurbaiti et al., 2020). Thus, this study not only answers the local needs of SDN 1 Kalipucangkulon, but also provides relevant empirical evidence for the development of experiential moral learning practices in Indonesian elementary schools at large.

B. Theoretical Studies

Learning outcomes in the context of moral education do not only include mastery of cognitive aspects, but also emphasize changes in attitudes, values, and behaviors that reflect the internalization of moral norms. According to Nata (2019), the results of moral learning are manifestations of understanding religious teachings which are manifested in real actions in daily life (Nurodin, 2020). In this study, the focus of learning outcomes is directed at the ability of students to show mutual respect for the differences of a universal value in Islam which is reflected in the principle of *tasamuh* (tolerance) and the recognition of diversity as *sunnatullah*. The material "mutual respect for differences" in the PAI curriculum in class V aims to form the character of students who are empathetic, open, and able to interact peacefully in a pluralistic society. As Al-Ghazali (in Fauzi, 2020) emphasizes, noble morality is not just knowledge, but habits formed through practice and repeated experience. Therefore, moral learning requires an approach that allows students to not only understand concepts, but also experience and reflect those values in a relevant social context (Idhaudin et al., 2019).

A number of previous studies have tested the effectiveness of role playing in character building. For example, Prasetyo and Widiastuti (2021) found that the implementation of Role Playing increased the tolerance attitude of junior high school students by 32% in PPKn learning. However, most of these studies have focused on general moral values (such as honesty or discipline) and have not specifically explored the theme of "respecting differences" in the context of Indonesia's diversity. In addition, these studies generally use experimental designs with control groups, while studies that use the Classroom Action Research (PTK) approach that is more in line with the dynamics of learning in elementary schools are still limited. Contextual differences are also noticeable: most of the research was conducted in urban areas, while the study took place in rural schools in Jepara, which have unique socio-cultural characteristics (Huda et al., 2023).

Based on this theoretical and empirical synthesis, it is clear that there is a research gap in the application of Role Playing to improve moral learning outcomes in the specific material of "mutual respect for differences" in rural elementary schools. Previous research has not integrated local dimensions (such as ethnic and religious diversity in Jepara) into role-playing scenarios, nor has it measured behavioral change holistically through triangulation of observation, documentation, and student reflection data (Yugo & Muhandi, 2024). This research is here to fill this gap by applying Role Playing in the context of collaborative and participatory PTK, as well as testing its effectiveness in increasing the completeness of moral learning from the affective aspect. Thus, this study not only enriches the literature on social learning models in PAI, but also provides adaptive models that are relevant to diversity challenges at the local level (Mahmud, 2023).

C. Research Methods

This study uses the Classroom Action Research (PTK) approach with the Kemmis and McTaggart spiral model which consists of four repeated stages in each cycle: *planning*, *acting*, *observing*, and *reflecting*. This design was chosen because it is in accordance with the research objectives that are participatory, collaborative, and aim to improve hands-on learning practices in the classroom (Kusnan et al., 2022). PTK allows researchers, who also act as classroom teachers—to identify real problems (low moral learning outcomes in the material of mutual respect for differences), design evidence-based interventions (the application of *Role Playing*), and evaluate their impact systematically and iteratively (Watun & Toron, 2025). The research was conducted in two cycles, each lasting two learning meetings, with the consideration that one cycle was not enough to achieve ideal learning completeness ($\geq 85\%$). The subjects of the study were all students of class Va SDN 1 Kalipucangkulon Welahan Jepara for the 2024/2025 school year, totaling 25 people, who were selected through *the total sampling technique* because the class population was homogeneous and limited. The selection of all class members as subjects ensures a complete representation of the classroom learning dynamics and minimizes selection bias. The intervention is the application *of the Role Playing model* in the form of a simulation of daily social conflicts (e.g., differences in religion, ethnicity, or opinion within a group), designed according to the age characteristics and socio-cultural context of the local students.

Data collection was carried out through three main instruments: (1) student behavior observation sheets during the Role Playing simulation, which included indicators such as empathy, listening ability, and conflict resolution; (2) documentation of attitude assessment based on affective rubrics developed by classroom teachers in accordance with KI-3 and KI-4 of the Independent Curriculum; and (3) field notes that record the dynamics of interactions, emotional responses, and post-activity reflections of students. The data collection procedure was carried out in parallel in three stages: pre-cycle (before the intervention), after cycle I, and after cycle II. The validity of the instrument was tested through content validity by involving two Islamic religious education lecturers and one school supervisor as validators, while the reliability of the observation sheet was tested through an inter-rater reliability test between researchers and independent observers, resulting in a Cohen's Kappa coefficient of 0.85 (very good category). Quantitative data (percentage of attitude completeness) were analyzed descriptively using Microsoft Excel to calculate the improvement trend, while qualitative data from field records were analyzed thematically through reduction, categorization, and interpretation based on indicators of appreciation for differences. Research ethical considerations are strictly applied: research permits are obtained from the principal and school committees, written consent of students'

parents (informed consent) is collected before implementation, and confidentiality of participant identities and data is guaranteed. The entire procedure is designed so that this study can be replicated by other researchers with similar contexts (Solehuddin et al., 2023).

D. Results and Discussion

Result

1. Pre-Cycle

Pre-cycle conditions are the learning conditions of students before the implementation of the Role Playing learning model at SD Negeri 1 Kalipucangkulon. Based on observations made by researchers on Friday, September 20, 2024 with 25 students. The first time the researcher entered the classroom, the students welcomed the researcher well. Then the researcher conducted an apperception in the form of simple questions by the researcher to find out the learning results of PAI material Respecting Differences in class VA students of SD Negeri 1 Kalipucangkulon, Welahan District, Jepara Regency for the 2023/2024 Academic Year. The researcher collected pre-cycle data by carrying out assessment activities using a written test that had previously been delivered material on mutual respect through lectures and video playback of learning materials. This lecture and video playback method is carried out to distinguish between pre-cycle and cycles I and II which will apply the role playing method as the object of research.

In the implementation of this research action, the researcher collaborated with the 5A class teacher as a collaborator who was in charge of observing the activities of students and the learning process carried out by the researcher. Learning activities begin with greetings, prayers, presence, and perception. The researcher then delivered the material through video playback media to provide an initial understanding to students. Furthermore, the researcher divided students into four working groups to start role-playing-based learning. The researcher played an explanation video about role playing along with examples of the project results, which was followed by group discussion assistance to determine their respective roles in the drama and practice of acting characters. After the preparation is complete, each group performs a rehearsed role-playing drama. Afterwards, the researcher led a reflection, reinforcement, and follow-up session to strengthen students' understanding. This process not only helps students evaluate their own work, but also receives feedback from their classmates. Teachers play a role in helping students evaluate themselves in the process they have undergone. In closing, a competency test was carried out in the form of a written test to measure learning outcomes.

During the learning process, the researcher collaborates with collaborators to make careful observations guided by observation sheets and research instruments that have been prepared beforehand. This observation aims to monitor student activities as well as assess the learning process as part of research actions. Thus, collaborators can ensure that the implementation of learning is in accordance with the teaching modules that have been designed by the researcher. In this observation, the collaborator not only pays attention to the activeness of students in learning activities, but also assesses the extent to which the learning methods applied support the achievement of the learning goals that have been set.

In addition to making observations, researchers and collaborators also involved students in interview sessions. Interviews were conducted using guidelines that had been compiled by the researcher, with a direct question and answer method. This process allows researchers to get direct feedback and feedback from learners regarding their experiences during learning. This interview is an important tool to explore students' views on the effectiveness of the learning methods applied, especially in the context of the application of the Role Playing method. In addition, interviews are also used to evaluate changes in students' attitudes, both in terms of understanding the learning material and their responses to the methods used.

Through these observations and interviews, researchers can obtain valid qualitative data to evaluate the success of the Role Playing method. Observations provide information related to the dynamics of the learning process, while interviews provide the perspective of students as the main subject of research. The combination of these two methods not only provides a richer picture of learning effectiveness, but also assists researchers

in formulating improvements for the next cycle. This ensures that the learning strategies applied are not only in accordance with the teaching module, but also relevant to the needs and characteristics of students.

In this study, data sources are divided into two main categories, namely primary and secondary data sources. According to Arikunto (2010: 308), primary data sources refer to informants who directly provide information related to research. In this case, the main informant is a VA student of SDN 1 Kalipucangkulon Jepara. This primary data is used to evaluate students' success in learning using the Role Palying model in the Mutual Respect for Differences material. In addition, data collection techniques involve both quantitative and qualitative methods. Quantitative data is collected through tests, while qualitative data is obtained from documentation, questionnaires, and observations. This technique is designed to provide a comprehensive overview of the effectiveness of learning models in improving student learning outcomes.

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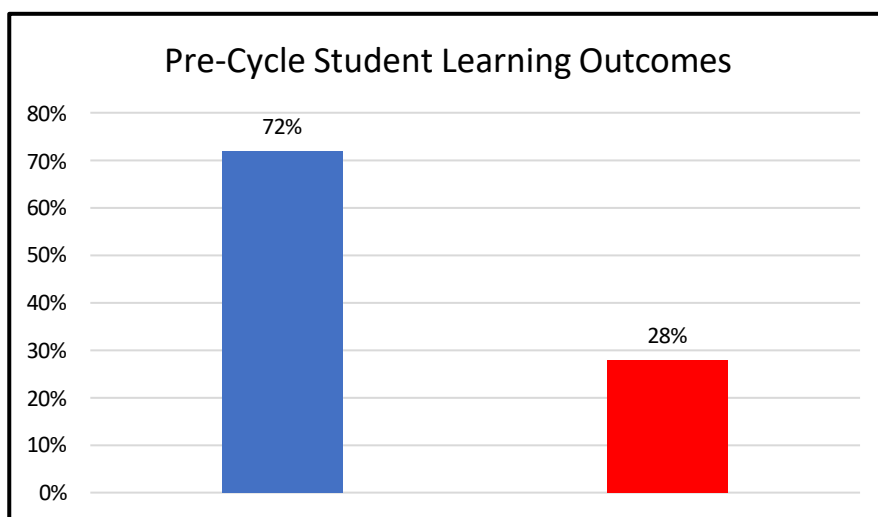


Figure 1. Learning Outcomes of Pre-Cycle Students

2. Cycle I

Research in cycle I consists of several structured stages, namely planning, action implementation, action observation, action analysis, and action reflection. The planning stage is carried out carefully with a number of strategic steps. The first step is to consult with the principal to obtain input and approval regarding the implementation of the research. Furthermore, the researcher coordinates with fellow teachers to ask for support as collaborators in carrying out the research. These collaborators play an important role in assisting in the observation and evaluation of the learning process that takes place.

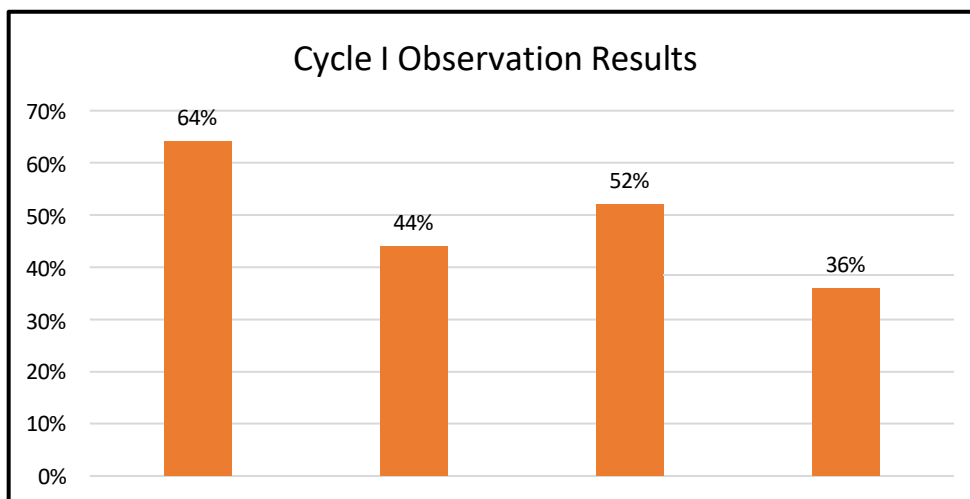
The researcher also compiled a detailed learning plan. This step includes the preparation of teaching modules that are in accordance with the learning objectives, the creation of interesting learning media to support student involvement, and the provision of other relevant learning tools. All of these elements are designed to ensure that the learning process takes place effectively and systematically. In addition, the researcher prepared various research instruments, such as observation sheets to record activities during

learning, interview sheets to obtain direct feedback from students, and documentation checklists to support structured data recording. This planning stage is an important foundation in the implementation of cycle I. With careful preparation, the research is expected to run smoothly and provide accurate results. All steps taken at the planning stage aim to support the smooth implementation of learning in cycle I, while ensuring that research runs in accordance with the procedures that have been designed. This also provides a solid basis for evaluating the effectiveness of the learning methods applied.

The implementation of the action will be carried out on Friday, September 20, 2024, at 08.00 WIB, in accordance with the teaching module that has been prepared. In its implementation, the researcher collaborates with the teachers of class 5A, who act as collaborators to observe student activities and the learning process. The steps of the activities carried out include: opening with greetings, prayers, attendance and perception; delivery of material through lecture methods and video playback of learning; the implementation of assessments to collect pre-cycle data; the division of students into four working groups; video presentation of role playing and examples of project results; group discussion assistance to determine their respective roles in the drama as well as character acting exercises; the performance in the form of a role playing drama performance by each group; reflection, reinforcement, and follow-up led by researchers; the implementation of competency tests in the form of written tests; interviews with students based on interview guidelines that have been prepared; and closing the learning with prayers and greetings.

Action observation in the first cycle was carried out collaboratively between researchers and collaborators, namely Mr. Panca Buana Putera, S.Pd.SD, who is a VA class teacher. Observations were made based on observation sheets and research instruments that had been prepared beforehand. The main focus of observation is the activities of learners during the learning process, including their interactions in groups and involvement in learning activities. In addition, the collaborator also observes the course of the learning process to ensure that all actions taken are in accordance with the planned teaching modules. Thus, this observation not only serves to record learning outcomes, but also to evaluate the learning implementation process.

The analysis stage is carried out after the observation data is collected. The researcher compared the pre-cycle data with the data obtained in cycle I. This comparison involved the analysis of the results of



observations, learning tests, and interviews with students. The results of the analysis were used to identify successes and shortcomings during the implementation of cycle I. Success was measured by the level of achievement of learning objectives and the increase of students' understanding of the material. Meanwhile, the deficiencies found became the basis for formulating a corrective strategy in the next cycle. Through this observation and analysis, researchers can get a clear picture of the effectiveness of the learning that has been carried out. The results of this observation and analysis not only help in evaluating student learning outcomes, but also provide valuable input to develop a more effective learning strategy that is in accordance with the needs of students.

Figure 2. Results of Observation Cycle I

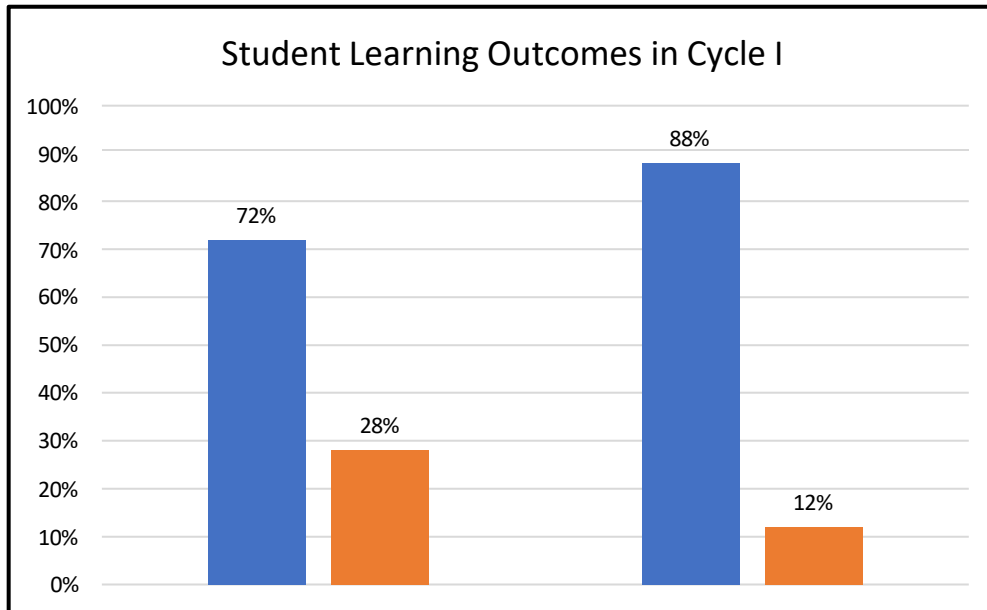


Figure 3. Learning Outcomes of Cycle I Students

The reflection stage is carried out to evaluate the extent of the smooth implementation of learning in cycle I. This reflection provides an overview of the effectiveness of the learning strategies that have been implemented, especially the role playing method, in increasing students' involvement and understanding of the material taught. The implementation of the role playing strategy in this cycle showed quite good results, with the majority of students giving positive responses. They looked enthusiastic and enthusiastic when participating in Islamic Religious Education (PAI) learning, especially in the Chapter 3 material which discusses the importance of mutual respect for differences.

The enthusiasm of the students can be seen from their active participation, such as asking questions when they feel that they do not understand the steps of role-playing. This activity shows that the role playing method is able to motivate most students to be more directly involved in the learning process. However, not all students showed similar reactions. Some of them still seem confused and passive during the learning process. This indicates that there are certain obstacles that need to be overcome so that learning strategies can run more effectively for all students.

The results of this reflection are a reference for teachers to make improvements in the next cycle. Based on discussions conducted with collaborators, the researcher concluded that role-playing strategies need to be further adjusted to include all students, including those who previously seemed confused or passive. These adjustments can be in the form of simplifying instructions, improving mentoring during group discussions, or enriching more interesting learning media. Thus, this reflection not only serves as an evaluation, but also as a foundation for improving the quality of learning at the next stage.

Cycle II was carried out as an effort to improve student learning outcomes, considering that in cycle I there were still 12% of students who had not achieved completion. The implementation of cycle II is based on the results of reflection from cycle I, by applying several different strategies to increase students' understanding and involvement. The Role Playing method remains the primary approach, but with a number of adjustments and developments to maximize its effectiveness. The second stage of the cycle includes more careful planning, implementation of actions oriented to the needs of students, thorough observation to ensure the suitability of implementation, analysis of actions to evaluate the results achieved, and deep reflection to formulate improvement and follow-up steps. The strategies implemented aim to make learning more inclusive and effective in supporting the achievement of learning goals.

The planning stage in cycle II includes several strategic steps aimed at ensuring the success of the learning process. The researcher began by reporting the results of the reflection of the first cycle to the principal, as well as consulting to design the implementation of the next cycle. Furthermore, the researcher coordinates with fellow teachers to ask for support and role as collaborators in the implementation of the research. The researcher then developed a learning plan that included teaching modules, learning media, and other supporting tools, which was designed based on the inputs and findings from cycle I. In addition, various research instruments, such as observation sheets, interview sheets, and documentation checklists, were carefully prepared to facilitate the process of observation, data collection, and evaluation. These steps are taken to ensure that the implementation of cycle II can run optimally, with more targeted planning and in accordance with the needs of students.

The stage of implementing the action was carried out on Thursday, September 26, 2024, by following the teaching module that had been prepared. The activity began with greetings, prayers, presence, and perception. The researcher explains the goals and criteria for learning completion, provides perception, and provokes students' enthusiasm through triggering questions. Furthermore, students were divided into four working groups, then shown examples of drama videos through the YouTube platform. The researcher led the feedback discussion with questions that sparked students' creativity. After explaining the rules of the game and distributing student worksheets (LKPD), the researcher provided assistance and observation during the group discussion process, especially during drama performance exercises. Each group then displays the results of the role playing they have practiced before.

After completing a series of learning activities, the researcher led a reflection session to help students understand the learning process that had been undertaken. In this session, the researcher provided reinforcement in the form of appreciation for the participation and efforts that have been made by students, as well as instilling positive values related to the subject matter. In addition, the researcher also developed a follow-up plan that aimed to improve the quality of learning at the next meeting, as well as ensure that each student was able to achieve a deeper understanding of the material studied. To measure the success of the learning process and student learning outcomes, a competency test is carried out in the form of a written test. This test is designed using multiple-choice questions based on Higher Order Thinking Skills (HOTS) which includes levels C4 to C6, such as analysis, evaluation, and creation, so as to assess students' critical thinking skills and deep understanding. The number of questions in this test is 12 items, which are arranged according to the indicators of learning success.

After the implementation of the test, the researcher and collaborators continued the activity by conducting interviews with several students. This interview uses pre-designed guidelines and aims to delve deeper into the learners' learning experiences, the difficulties they face, and feedback related to the learning that has taken place. The data from these interviews is an important resource for future improvements. The learning activity was closed with prayers and greetings, as a form of gratitude for the continuity of the learning process that has run smoothly. It also strengthens the emotional closeness between researchers and students.

The action observation stage is carried out collaboratively between researchers and collaborators, who in this case are VA classroom teachers. Observations are carried out thoroughly during the learning process. This activity uses observation sheets and research instruments that have been designed in advance as the main guide. Collaborators carefully monitor students' activities, from the level of participation to their involvement in learning, and observe the course of the learning process to ensure that it is implemented according to the plan that has been set. The results of these observations are important data in evaluating the effectiveness of the methods used and as a basis for compiling improvements or follow-ups in the next cycle.

3. Cycle II

In this second cycle, action analysis was carried out by explaining the conclusions obtained from the data from observations, interviews, and written tests carried out during the learning process. After that, the data on the results of cycle II was compared with the data on learning outcomes from the pre-cycle and cycle I to evaluate the extent to which the improvement in student learning outcomes had been achieved. This comparison process aims to determine the effectiveness of the application of the role playing method and to

identify areas that need to be improved in the next cycle. Thus, researchers can draw more precise conclusions about the success of the application of these methods as well as the steps that need to be taken to improve learning outcomes in future cycles.

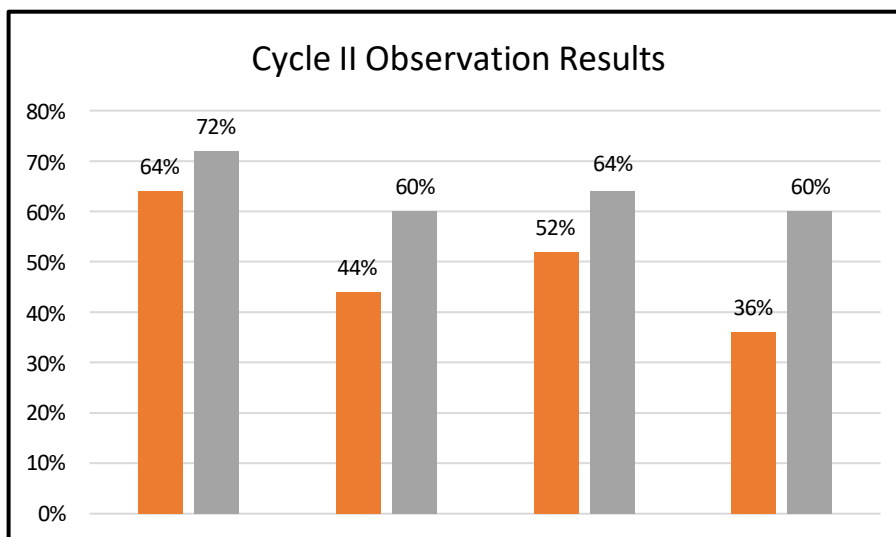


Figure 4. Observation Results of Cycle II

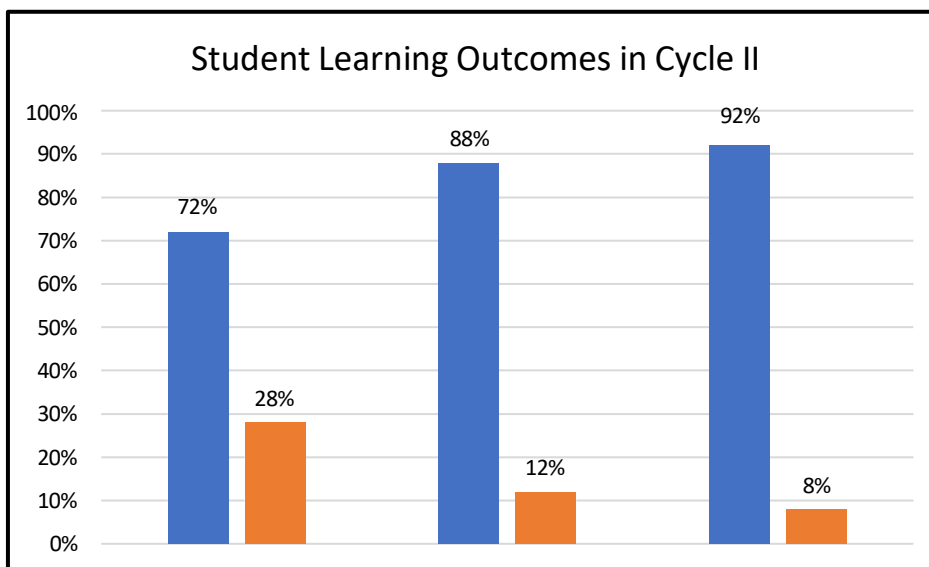


Figure 5. Learning Outcomes of Cycle II Students

After discussing with collaborators, the researcher formulated a reflection that summarized the results of the two cycles that had been implemented. This reflection identifies two important things to note for future improvements. First, although the application of the role playing method has a positive impact on most students, it is not yet fully effective in ensuring that all students achieve learning completion. Some learners still have difficulty understanding the material, which suggests that there is a need to implement more differentiated learning methods. With a more varied approach, it is hoped that it can meet the various learning styles of students, so that each individual can achieve optimal learning outcomes.

Second, reflection also shows the importance of integrating information technology in the application of the role playing method. Given that today's students are the Alpha generation who are very familiar with

technology, the use of technology in learning can be a key factor in increasing their engagement. Technology can support the learning process by making material more engaging and relevant, and can help students to be more active and engaged in learning. The use of digital media or learning applications can not only present material in a more dynamic way, but also make learning more in line with the needs and tendencies of students living in this digital era.

Discussion

The findings of the study showed a progressive increase in the completeness of students' moral learning outcomes from 58% in the pre-cycle to 88% in the second cycle, which reflects the effectiveness of the application of the Role Playing model in internalizing the value of mutual respect for differences. This increase is not just an increase in numbers, but an indication of a transformation from normative understanding to real behavior. In practice, many students are able to say the definition of "respecting differences" verbally, but fail to demonstrate this attitude when there is a minor conflict in the classroom—for example, mocking friends of different religions or refusing to work in groups with students from different backgrounds (Pahleviannur et al., 2022). After the Role Playing intervention, observations showed a significant change: students began to use phrases such as "we should respect each other because differences are normal" and showed an active effort to listen to their peers' opinions. This shows that role simulation successfully creates experiential learning, an emotional experience that allows students to understand the impact of intolerant actions and the value of inclusive attitudes. These findings are in line with Bandura's (1977) social learning theory, which emphasizes that moral behavior is formed through observation, imitation, and reinforcement in meaningful social contexts (Husni, 2023).

The results of this study strengthen and expand the findings of previous studies on the effectiveness of Role Playing in character formation. Prasetyo and Widiastuti (2021) reported an increase in tolerance attitudes of junior high school students by 32% through a similar method, but their research focused on urban contexts and PPKn subjects. This study extends the scope to rural environments and in the realm of Islamic Religious Education, showing that Role Playing remains effective despite different socio-cultural contexts. In addition, Rahman (2022) only measured change through questionnaires, while this study used triangulation of direct observation data, attitude assessment documentation, and field notes—thus providing a more holistic picture of behavior change. A significant difference also lies in the integration with the Project-Based Learning (PjBL) approach, where the Role Playing simulation is part of the class project "Building an Inclusive School" (Fitria et al., 2019). This combination allows students not only to play roles, but also to design real solutions to the issue of intolerance in the school environment, thus deepening the meaning of learning. Thus, this study not only supports the existing literature, but also offers methodological innovations in combining Role Playing with PjBL for moral learning (Mala et al., 2023).

The theoretical implications of this study lie in the strengthening of Kolb's (1984) experiential learning framework in the context of religious education. The findings suggest that concrete experiences through role simulation are the main catalyst in transforming moral knowledge into ethical action—a process that has been considered abstract in PAI learning. Practically, this study provides a learning model that can be replicated by PAI teachers in various elementary schools, especially in facing the challenge of teaching affective values that cannot be measured through written tests alone. This model is also in line with the spirit of the Independent Curriculum which encourages project-based learning and strengthens the profile of Pancasila Students, especially in the dimension of "Global Diversity". For school policy, these findings support the allocation of resources for teacher training in designing Role Playing scenarios that are contextual and relevant to local social issues. However, it is important to note that the success of the intervention depends heavily on the teacher's facilitation skills in guiding post-simulation reflection. Without an in-depth discussion after role-playing, the activity risks becoming entertainment without value transfer. Therefore, teacher professional training is the key to the sustainability of this model in the future (Supriyanto & Kuntoro, 2022).

E. Conclusion

One of the most surprising findings in this study was the speed and depth of students' social behavior changes after just two intervention cycles using Role Playing in moral learning. In practice, although 58% of students were declared administratively complete, observations showed that most still showed an exclusive attitude, such as being reluctant to play with friends of different religions or laughing at certain regional accents. However, at the end of cycle II, completeness reached 88%, and what was even more astonishing was the spontaneous initiative of students to mediate conflicts between friends by citing the values learned, such as "God created us different, so we must respect each other." These changes are not only responsive to the teacher's instructions, but arise autonomously in a natural context outside the classroom. These findings dispel the common assumption that moral formation takes a long time and a repressive approach. Instead, through safe and structured emotional simulations, students are able to "feel" the impact of intolerance and the value of diversity in a short period of time. This shows that Role Playing, when combined with deep reflection and relevant local contexts, is not just a learning method, but an effective space for moral transformation even for elementary school-aged children.

Although the results of the study show the effectiveness of Role Playing in improving moral learning outcomes, this study has a number of limitations that need to be acknowledged. First, the scope of the subject was limited to one class (25 students) in one rural elementary school, so the findings could not be generalized to urban contexts or schools with different socio-cultural backgrounds. Second, the assessment of moral learning outcomes still relies on the subjective assessment of teachers through affective rubrics and observations, without objective instruments such as standardized attitude scales or in-depth interviews with students and parents. Third, the duration of the study was relatively short (only two cycles), so it is not known whether the behavior change is long-term or only a momentary effect due to the novelty effect. Fourth, the study did not control for external variables such as family influences or social environment that may also influence students' attitudes. To overcome these limitations, future studies should use quasi-experimental designs with control groups, expand the sample to multiple schools with diverse characteristics, and extend the duration of interventions to one semester to measure long-term retention. In addition, the use of stronger data triangulation such as student reflection journals, semi-structured interviews with parents, and peer assessments, will enrich the validity of the findings in the affective domain. Thus, the effectiveness of Role Playing in the formation of morals can be tested more comprehensively and scientifically.

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